

Student Benchmarks for Information Literacy

Grades 3,5,8,12

These Benchmarks are based on the American Association of School Librarians Student Information Literacy Standards. The Kentucky Benchmarks were developed by a committee of library media specialists, district technology coordinators, and principals with leadership from the Kentucky Department of Education.

KEY

INTRODUCED Basic components or prerequisites of a skill or concept are covered. Instruction is often in the context of other content; little or no accountability is expected of students.

DEVELOPED Skills or concepts are taught more specifically. Instruction may be in the context of other content or in isolation. Students are accountable for some mastery of those skills or concepts but not all of them. This may be a period of building fluency.

REINFORCED Skills or concepts that were previously developed are revisited in a different context and over a longer period of time.

MASTERED Instruction on skills or concepts is completed and students are expected to demonstrate understanding of all main aspects. Students are expected to maintain mastery over a long period if time.

Standard 1 – The student who is information literate accesses information efficiently and effectively

#1. Recognize the need for information.

- Grade 3 - recognize essential question, make choices, refine task (develop)
- Grade 5 - develop essential question, make choices, refine task (develop)
- Grade 8 – independently develop essential question, make choices, refine task (master)

#2. Recognize that accurate and comprehensive information is the basis for intelligent decision making.

- Grade 3 – evaluate accuracy of curriculum appropriate electronic and print information (introduce)
- Grades 5, 8 – evaluate accuracy of curriculum appropriate electronic and print information (develop)
- Grade 12 – evaluate accuracy of curriculum appropriate electronic and print information (master)

#3. Formulates questions based on information needs.

- Grade 3 - recognize questions to ask for accurate task definition (introduction)
- Grade 5 – recognize questions to ask for accurate task definition (develop)
- Grade 8 - recognize questions to ask for accurate task definition (master)

#4. Identifies a variety of potential sources

- Grade 3 - Print and electronic reference resources that are curriculum appropriate. For example, dictionary, encyclopedia, periodicals, biographical sources, geographical sources, search engines, WWW, almanacs, guidebooks, state and local resources, directories (introduce)
- Grade 5 - Print and electronic reference resources that are curriculum appropriate. For example, dictionary, encyclopedia, periodicals, biographical sources, geographical sources, search engines,

WWW, almanacs, guidebooks, state and local resources, directories (develop); quotation books (introduce)

- Grade 8 - Print and electronic reference resources that are curriculum appropriate. For example, dictionary, encyclopedia, periodicals, biographical sources, geographical sources, search engines, WWW, almanacs, guidebooks, state and local resources, directories, periodical indexes, quotation books (reinforce); career and post-secondary resources, handbooks, selected government documents, as appropriate to curriculum, bibliographies (introduce)
- Grade 12 - Print and electronic reference resources that are curriculum appropriate. For example, dictionary, encyclopedia, periodicals, biographical sources, geographical sources, search engines, WWW, almanacs, guidebooks, state and local resources, directories, periodical indexes, quotation books, career and post-secondary resources, handbooks, selected government documents, as appropriate to curriculum, bibliographies (master); criticisms, reviews, poetry indexes (I,D,M)

#5. Develops and uses successful strategies for locating information

- Grade 3 - Locate resources; determine when technology and/or print resources are useful and select the appropriate resource for the task (introduce)
- Grade 5 - Locate resources; determine when technology and/or print resources are useful and select the appropriate resource for the task (develop)
- Grade 8 - Locate resources; determine when technology and/or print resources are useful and select the appropriate resource for the task (master)

Standard 2 – The student who is information literate evaluates information critically and competently

#1. Determines accuracy, relevance and comprehensiveness

#2. Distinguishes among facts, points of view, and opinion

#3. Identifies inaccurate and misleading information (must be done in conjunction with reading in the content areas)

- Grade 3 - Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources concerning real-world problems (introduce)
- Grade 5, 8 - Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources concerning real-world problems (reinforce)
- Grade 12 - Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources concerning real-world problems (master)

#4. Selects information appropriate to the problem or question at hand.

- Grade 3 - Selects information appropriate to the problem or question at hand (introduction)
- Grade 5 - Selects information appropriate to the problem or question at hand (develop)
- Grade 8 - Selects information appropriate to the problem or question at hand (reinforce)
- Grade 12 - Selects information appropriate to the problem or question at hand (master)

Standard 3 – The student who is information literate uses information effectively and creatively

#1. Organizes information for practical application

- Grade 3 - Notetaking, classifying, grouping and organizing information with electronic tools. For example word processors, time lining software, concept mapping, spreadsheets, databases, WWW bookmarks as related to the task (introduce)

- Grade 5 - Notetaking, classifying, grouping and organizing information with electronic tools. For example word processors, time lining software, concept mapping, spreadsheets, databases, WWW bookmarks as related to the task (develop)
- Grade 8 - Notetaking, classifying, grouping and organizing information with electronic tools. For example word processors, time lining software, concept mapping, spreadsheets, databases, WWW bookmarks as related to the task (reinforce)
- Grade 12 - Notetaking, classifying, grouping and organizing information with electronic tools. For example word processors, time lining software, concept mapping, spreadsheets, databases, WWW bookmarks as related to the task (master)

#2. Integrates new information into one's own knowledge

- Grade 3 - Draw conclusion and make connections with real life applications. Redefine task as appropriate (introduce)
- Grade 5 - Draw conclusion and make connections with real life applications. Redefine task as appropriate (develop)
- Grade 8 - Draw conclusion and make connections with real life applications. Redefine task as appropriate (reinforce)
- Grade 12 - Draw conclusion and make connections with real life applications. Redefine task as appropriate (master)

#3. Applies information in critical thinking and problem solving

#4. Produces and communicates information and ideas in appropriate formats.

- Grade 3 - Use technology resources for problem solving, communication, and illustration of thoughts, ideas and stories. Create developmentally appropriate multimedia products with support from teachers, family members or student partners. For example presentation software, web page design programs, spreadsheets and databases, videos, scanners, digital cameras (introduce)
- Grade 5 - Use technology resources for problem solving, communication, and illustration of thoughts, ideas and stories. Create developmentally appropriate multimedia products with support from teachers, family members or student partners. For example presentation software, web page design programs, spreadsheets and databases, videos, scanners, digital cameras (develop)
- Grade 8 - Use technology resources for problem solving, communication, and illustration of thoughts, ideas and stories. Create developmentally appropriate multimedia products with support from teachers, family members or student partners. For example presentation software, web page design programs, spreadsheets and databases, videos, scanners, digital cameras (reinforce)
- Grade 12 - Use technology resources for problem solving, communication, and illustration of thoughts, ideas and stories. Create developmentally appropriate multimedia products with support from teachers, family members or student partners. For example presentation software, web page design programs, spreadsheets and databases, videos, scanners, digital cameras (master)

Standard 4 – The student who is information literate pursues information related to personal interests

#1. Seeks information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits.

#2. Designs, develops and evaluates information products and solutions related to personal interests.

For both benchmarks see information in standards in 1,2,3 changing from curriculum to personal interest

Standard 5 - Appreciates and enjoys literature and other creative expressions of information (in conjunction with reading in the content areas)

#1. Is a competent and self-motivated reader

Locates literature and other creative expressions of information. For example browsing (shelf and book labels); searching (OPAC and internet); selection

- Grade 3 - Introductory level in all areas with developing and reinforcing on a developmentally appropriate basis
- Grade 5 - Developing and reinforcing in all areas with mastery on a developmentally appropriate basis
- Grade 8 - Mastery level with continuing reinforcement
- Grade 12 - Mastery level

#2. Derives meaning from information presented creatively in a variety of formats

Evaluates literature and other creative expressions of information. For example Fiction: genre, style, themes, authors/ illustrators; Classic Literature: myths, folklore, poetry, drama

#3. Develops creative products in a variety of formats

Exhibits appreciation of literature and other creative expressions of information in conjunction with the content areas

- Grade 3 - Introductory level in all areas with developing and reinforcing on a developmentally appropriate basis
- Grade 5 - Developing and reinforcing in all areas with mastery on a developmentally appropriate basis
- Grade 8 - Reinforcing in all areas with mastery on a developmentally appropriate basis
- Grade 12 - Mastery level

Standard 6 – The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation

#1. Assess the quality of the process and products of one's own information seeking

#2. Devises strategies for revising, improving, and updating self-generated knowledge

- Self evaluation question examples:
 1. Have I asked the right question? Did I follow the problem-solving process? Did I match the task definition?
 2. Did I consider electronic and print resources?
 3. Did I evaluate information related to my task? Did my product communicate to the audience effectively? Are my spelling and grammar correct? Is my work visually appealing?(introduce)
 - Grade 3 – Self evaluation (introduce)
 - Grade 5 – Self evaluation (develop)
 - Grade 8 – Self evaluation (reinforce)
 - Grade 12 – Self evaluation (master)

Standard 7 – The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society

#1. Seeks information from diverse sources, contexts, disciplines and cultures

- Grade 3 - Locate print and non-print sources; evaluate and collect information from diverse sources, context, disciplines, and cultures when appropriate to time and community. (introduce)
- Grade 5 - Locate print and non-print sources; evaluate and collect information from diverse sources, context, disciplines, and cultures when appropriate to time and community (develop)
- Grade 8 - Locate print and non-print sources; evaluate and collect information from diverse sources, context, disciplines, and cultures when appropriate to time and community (reinforce)
- Grade 12 - Locate print and non-print sources; evaluate and collect information from diverse sources, context, disciplines, and cultures when appropriate to time and community (master)

#2. Respects the principle of equitable access to information

- Grade 3,5,8,12 (I,D,M)

Standard 8 – The student who contributes positively to the learning community and society is information literate and practices ethical behavior in regard to information and information technology

#1. Respects the principles of intellectual freedom

- Grade 3 - Understand the ethical, cultural, and societal issues related to information resources, both print and electronic (introduce)
- Grade 5 - Understand the ethical, cultural, and societal issues related to information resources, both print and electronic (develop)
- Grade 8 - Understand the ethical, cultural, and societal issues related to information resources, both print and electronic (reinforce)
- Grade 12 - Understand the ethical, cultural, and societal issues related to information resources, both print and electronic (master)

#2. Respects intellectual property rights

- Grade 3 - Extracts information appropriately and record citations. Apply legal principles and ethical conduct related to information technology related to copyright and plagiarism. Students practice responsible use of technology systems, information and software, (introduce)
- Grade 5 - Extracts information appropriately and record citations. Apply legal principles and ethical conduct related to information technology related to copyright and plagiarism. Students practice responsible use of technology systems, information and software (develop)
- Grade 8 - Extracts information appropriately and record citations. Apply legal principles and ethical conduct related to information technology related to copyright and plagiarism. Students practice responsible use of technology systems, information and software (reinforce)
- Grade 12 - Extracts information appropriately and record citations. Apply legal principles and ethical conduct related to information technology related to copyright and plagiarism. Students practice responsible use of technology systems, information and software (master)

#3. Uses information technology responsibly

- Grade 3 - Uses appropriate electronic etiquette. Demonstrates understanding of privileges and consequences of Acceptable Use policy. Demonstrates understanding that what a student does on a network affects other users (introduce)

- Grade 5 - Uses appropriate electronic etiquette. Demonstrates understanding of privileges and consequences of Acceptable Use policy. Demonstrates understanding that what a student does on a network affects other users (develop)
- Grade 8 - Uses appropriate electronic etiquette. Demonstrates understanding of privileges and consequences of Acceptable Use policy. Demonstrates understanding that what a student does on a network affects other users (reinforce)
- Grade 12 - Uses appropriate electronic etiquette. Demonstrates understanding of privileges and consequences of Acceptable Use policy. Demonstrates understanding that what a student does on a network affects other users (master)

Standard 9 – The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information

#1. Shares knowledge and information with others

- Grade 3 - Use technology resources for problem solving, communication, and illustration of thoughts, ideas and stories. Create developmentally appropriate multimedia products with support from teachers, family members or student partners. For example presentation software, web page design programs, spreadsheets and databases, videos, scanners, digital cameras (introduce)
- Grade 5 - Use technology resources for problem solving, communication, and illustration of thoughts, ideas and stories. Create developmentally appropriate multimedia products with support from teachers, family members or student partners. For example presentation software, web page design programs, spreadsheets and databases, videos, scanners, digital cameras (develop)
- Grade 8 - Use technology resources for problem solving, communication, and illustration of thoughts, ideas and stories. Create developmentally appropriate multimedia products with support from teachers, family members or student partners. For example presentation software, web page design programs, spreadsheets and databases, videos, scanners, digital cameras (reinforce)
- Grade 12 - Use technology resources for problem solving, communication, and illustration of thoughts, ideas and stories. Create developmentally appropriate multimedia products with support from teachers, family members or student partners. For example presentation software, web page design programs, spreadsheets and databases, videos, scanners, digital cameras (master)

#2. Respects others' ideas and background and acknowledges their contributions

- Grade 3 - Extracts information appropriately and record citations. Apply legal principles and ethical conduct related to information technology related to copyright and plagiarism. Students practice responsible use of technology systems, information and software, (introduce)
- Grade 5 - Extracts information appropriately and record citations. Apply legal principles and ethical conduct related to information technology related to copyright and plagiarism. Students practice responsible use of technology systems, information and software (develop)
- Grade 8 - Extracts information appropriately and record citations. Apply legal principles and ethical conduct related to information technology related to copyright and plagiarism. Students practice responsible use of technology systems, information and software (reinforce)
- Grade 12 - Extracts information appropriately and record citations. Apply legal principles and ethical conduct related to information technology related to copyright and plagiarism. Students practice responsible use of technology systems, information and software (master)

#3. Collaborates with others, both in person and through technologies, to identify information problems and to seek their solutions

See all 4 benchmarks for Standard 1 and collaborate with others

#4. Collaborates with others, both in person and through technologies, to design, develop and evaluate information products and solutions.

- Grade 3 - Uses telecommunications to collaborate, publish and interact with peers, experts, and other audiences (introduce)
- Grade 5 - Uses telecommunications to collaborate, publish and interact with peers, experts, and other audiences (develop)
- Grade 8 - Uses telecommunications to collaborate, publish and interact with peers, experts, and other audiences (reinforce)
- Grade 12 - Uses telecommunications to collaborate, publish and interact with peers, experts, and other audiences (master)